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ABSTRACT

Part of a series of various Model Programs which informs educators about successful ongoing programs, the report describes the Fresno, California, preschool program that began as a pilot project serving 45 preschool, disadvantaged children during the 1964-65 academic year, and which during the 1969-70 academic year served 750 students at 19 elementary schools. The major components of the program are: 1) language, cognitive, motor, and social skill instruction; 2) adult to pupil ratio of 1:5; 3) health services; 4) intense community and parental involvement; and 5) continuing staff development. Personnel and methodology are described, with specific examples given of program activities which are designed to develop a functional English vocabulary and listening and speaking skills. Songs and poetry are especially effective in teaching the Spanish-speaking child. Results of the Peabody Picture Vocabulary Tests indicate that the program has consistently raised the IQ of its participants by approximately 10 to 15 points, regardless of their ethnic origin, suggesting that the program is a continued success. (LH)

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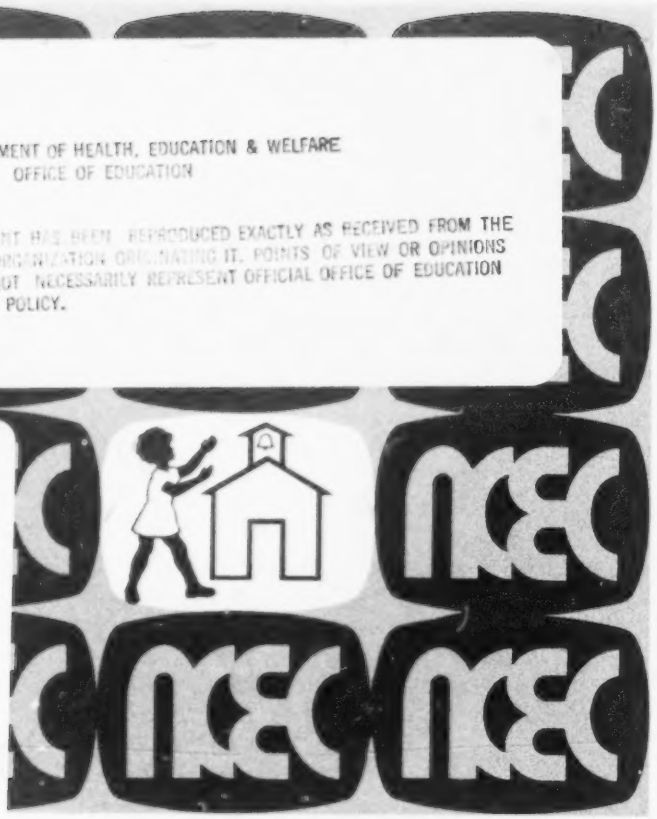

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
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Model Programs

Compensatory Education

Preschool Program
Fresno, Calif.

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Model Programs

DHEW Publication No. (OE) 72-88

Compensatory Education

Preschool Program
Fresno, Calif.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner of Education*

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FOREWORD

This is the third in NCEC's *Model Programs* series, whose purpose is to inform educators about successful ongoing programs and to provide them with sufficient information to decide if locally modified replications would be desirable. Included in this series are descriptions of 15 "successful" compensatory education programs for disadvantaged children currently operating in the Nation's schools.

Under contract to the Office of Education, the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., identified—through a literature search and nominations by local, State, and national educational agencies—over 400 candidate programs in this area. Of this number only 17 met the stringent criteria for success established by AIR in conjunction with OE. It should be noted that most of the programs rejected during the study were not rejected because they were demonstrated failures but rather because their evaluation methodology was so inadequate that a conclusion about success or failure could not be drawn.

Short descriptions of each program in the series have been prepared, covering such topics as context and objectives, personnel, methodology, inservice training, parent involvement, materials and equipment, facilities, schedule, evaluation data, budget, and sources for further information.

Six of the programs in this series were formerly written up in the *It Works* series published by OE in 1969. These six continue to operate successfully, as evidenced by the evaluation data; and since the *It Works* booklets are out of print, the program descriptions have been updated and included in this *Model Programs* series.

Two other programs—Programed Tutorial Reading Project, Indianapolis, Indiana, and Summer Junior High Schools, New York, New York—identified as exemplary compensatory education programs were included in the former *Model Programs* series on reading. Since these program descriptions are still available from the U.S. Government Printing Office, they were not republished for this series.

Two previous *Model Programs* series have been issued--on reading (10 programs) and childhood education (33 programs). Booklets on these programs are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for 15 to 25 cents each.

Preschool Program
Fresno, California

Overview

The Fresno preschool program began as a pilot project serving 45 preschool, disadvantaged children during the 1964–65 academic year. In successive years it has grown to the point that during the 1969–70 academic year 750 students were served in 50 classes at 19 elementary schools.

The major components of the program are: (1) language, cognitive, motor, and social skill instruction; (2) adult to pupil ratio of 1:5; (3) health services; (4) intense community and parental involvement; and (5) continuing staff development. Children from 3 to 5 years of age from families receiving welfare or living in the title I target area attend classes 3 hours each day, 5 days a week for an entire academic year. Each class consists of approximately 15 children and is staffed by a certified teacher, an instructional aide, and a parent or community volunteer.

Language, cognitive, motor, and social skill instruction take place in small discussion-activity groups which provide a responsive learning environment. Children are free to explore, experiment, select activities, pace themselves, and

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Note.—This is an update of the *It Works* series publication "Preschool Program, Fresno, California" published by the Office of Education in 1970.

discover relationships about their physical, cultural, and social world. Health services are provided by qualified nurses who conduct dental, vision, and hearing screening programs; arrange appointments for physical examinations; consult with parents; and assist the teaching staff in regard to health education. Parents assist in the classrooms, attend parent meetings, and help plan and accompany children on study trips.

Monthly meetings attended by the preschool staff, nurses, principals, resource, teachers, and parents are held to coordinate the instructional program, materials, and activities. A number of preservice meetings and a series of inservice meetings are also held throughout the year for preschool personnel.

Description

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Personnel

Program coordinator—The program coordinator assumes general administrative responsibility for all aspects of the program.

Resource teachers (*Two, one full time, one half time*)—They assist the coordinator in all phases of the preschool program; aid the teachers in planning for parent participation in the preschool program and for parent education meetings; help to provide inservice training for teachers by planning and writing newsletters, bulletins, and study guides listing seasonal or relevant program ideas, suggestions, and activities; provide assistance in the classroom to teachers who request help. (Gillen et al.)

Teachers (*50 half time, one per preschool class*)—Teachers assume responsibility for instruction in the classroom, the assistance of the teacher aide and parent volunteers. They conduct a parent meeting every second week.

Teacher aides. (*50, one per class*)—Teacher aides assist the teacher with classroom instruction, taking her place when she has to confer with visitors, parents, or the nurses. They also help her with home calls and parent meetings.

Nurses (*one full time; two part time*)—Nurses appraise hearing, vision, dental condition, and health problems of the children. They attempt to secure remediation and treatment through the support of the family and welfare and community agencies. They also maintain health records and assist with the health education of parents and children in the classroom and at parent meetings.

Secretaries (*two full time*)—Secretaries prepare cumulative records on all children, typing invoices, forms, instructional materials, etc.

In addition, other school personnel have part time or auxiliary responsibility for the project. For example, since the preschool classrooms are located on elementary school sites in the target area, and become an administrative part of each school, the school principal has the usual administrative responsibilities for the preschool on his campus. His secretarial, custodial, and cafeteria staff are similarly responsible for such things as preschool student records, plant maintenance, and provision of milk. The department of preschool education is completely responsible for the curriculum, however. Additionally, the district director of compensatory education has administrative responsibilities for this as well as for other compensatory projects, as does the district evaluation specialist.

Methodology

The emphasis of the program is upon verbal communication and vocabulary development with each child spending most of his class time in a small discussion-activity group that includes one adult and a few children. In this way, the child can verbalize naturally and frequently in a conversation, rather than having to raise his hand and await his infrequent opportunity to respond to the questions of the teacher. The small child-adult ratio is possible since there are no more than 15 children per class, along with one teacher, one teacher aide, and at least one parent volunteer.

Activities include experiences in: language (fingerplays, telephones); music (singing, rhythmic and interpretive physical reactions such as marching, being bears, being trees in the wind); arts and crafts (fingerpainting, clay); science (living things, magnets); health and safety (rest, nutrition, toileting, cleanliness); games and educational toys (puzzles, tinkertoys). The climate also permits major emphasis upon the outdoors as a classroom, and the curriculum includes walks and bus trips.

Each class meets 3 hours per day, 5 days per week, for the academic year. Classes are conducted in portable classrooms set up at 19 elementary school sites. Two classes per day meet in each room, one group from 8:30 to 11:30 a.m. and the other from 12:30 to 3:30 p.m. Each teacher and aide work with one class only.

As vacancies occur in a class, they are filled from a waiting list. Some children remain in the program for 2 years; some, one; all remain until ready for kindergarten.

Parent involvement is considered an important component of the program. In the classroom, the parent is encouraged and allowed to play a full instructional role with the discussion-activity group of which she has charge—she is not merely treated as a "helper."

Parent meetings are held in each preschool center at least twice per month. Included among the topics discussed are: philosophy and aims of preschool; values children should hold; discipline; staffing and study trip plans; nutrition and immunizations; and participation in craft projects, sewing, and attendance at a PTA meeting.

Another instrument for parent involvement is the parents' advisory committee, which meets once per month. This committee makes recommendations which are acted upon by the preschool staff—for instance, that a handbook for parents be published and that a preschool-kindergarten articulation program be started.

Study trips are an important part of the curriculum. Each class takes five bus trips per year, in addition to many walking trips and outings via parent car pool. Parents are occasionally taken on a bus trip first, to become familiar with the place to be visited so that they might serve as guides and instructors on the subsequent bus trips. Parents often followup this trip with a family outing to the site. For many parents, the study trips constitute the first visit to the study site. For instance, of 18 parents visiting a local museum, only one had been there previously.

Study trips exclusively for adult family members are made to such sites as the art center, the museum, a dam, a dairy, and a rug mill. As a followup, a leaflet was prepared listing places to visit and things to see and do around the city.

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Many volunteers have given freely of their time and talent to the preschool programs. The Fresno Volunteer Bureau and other community groups have recruited volunteers for the program.

A monthly staff meeting is conducted. Sample topics include: concept and vocabulary development, psychological services for preschool children, and music for young children. These sessions are often conducted by outside experts. Depending upon the topic, some meetings are for the teachers, while others might be for the entire preschool staff. Also, a monthly staff bulletin is issued, with contributions from teachers, notices of meetings, trips, and other current news.

Inservice and/or organizational meetings are also held for preschool teachers and aides. Some of these meetings are for teachers only, others for aides only, and still others for teachers and aides together.

Specific Examples of Methodology

Program activities are designed: (1) to develop a functional English vocabulary by presenting new words in the context of the students' activities, (2) to encourage the child to vocalize freely in English, (3) to introduce the child to standard sentence structure through example, (4) to stress listening and speaking skills, and (5) to emphasize articulation by example rather than correction. Activities might include:

- Children playing classification games, such as sorting pictures of animals into such groups as farm animals, pets, zoo animals.

■ Children singing songs or reciting poems chosen specifically to help them produce sounds from the standard English repertoire. Fingerplays, in which the children gesture to illustrate the song-poem, are the vehicle used to encourage participation. Teachers use a list of "English Sounds for Which There is No Equivalent in Spanish," along with a list of 58 fingerplays appropriate for each sound. Following are some of the sounds and fingerplays; the numbers in parentheses after each sound refer to the appropriate fingerplays:

i him, this, his.—This sound has no equivalent in Spanish. There will be a tendency to pronounce these words as *heem, thees, hees.* (18–20 and 22, 24, 25.)

j jump, judge.—This sound has no counterpart in Spanish and must be taught. *J* is sometimes substituted for *y* in such words as yes, *yellow.* (21–25).

ng—Children who speak Spanish tend to make the sound of *ng* with an added *k* or *g* sound following the blend as—singging, singger. (26–27).

18. Tippy tippy tiptoe,
    Here we go,
    Tippy tippy tiptoe,
    To and fro.
    Tippy tippy tiptoe
    Through the house.
    Tippy tippy tiptoe,
    Quiet as a mouse.

19. Little brown rabbit went hippity hop,
Into the garden without any stop.
Hippity, hop, hippity hop
He ate for his supper a fresh carrot top
Hippity hop, hippity hop
Then home went the rabbit without any stop,
Hippity hop, hippity hop.

20. This little frog broke his toe,
This little frog said, "Oh, Oh!"
This little frog laughed and was glad
This little frog was very sad
This little frog did just what he should:
He ran for the doctor as fast as he could.

21. Jack be nimble, Jack be quick
Jack jump over the candlestick.

22. Two little blackbirds
Sitting on a hill
One named Jack
The other named Jill
Fly away Jack
Fly away Jill
Come back Jack, Come back Jill.

23. Five little Jack-o-lanterns sitting on a gate.
The first one said, "Oh, my, it's getting late."
The second one said, "There are witches in the air."

The third one said, "Oh, I don't care."
The fourth one said, "It's just Halloween fun."
The fifth one said, "Come on, let's run."
"Whooooooooo," said the wind
And out went the light.
Away ran these Jack-o-lanterns on Halloween night.

24. Jack and Jill (traditional)

25. Jack-in-the-box sits so still
Will he come out?
Oh, yes, he will!

26. The little mice are creeping, creeping, creeping,
The little mice are nibbling, nibbling, nibbling,
The little mice are sleeping, sleeping, sleeping.
The old gray cat comes creeping, creeping, creeping,
Scamper, Scamper, Scamper!

27. Merry bells are ringing
Boys and girls are singing
Candle lights are glowing
Winter winds are blowing
Fairies are a-dancing
Reindeer are a-prancing
Christmas trees are gleaming
Silver stars are beaming
It's Christmas!

■ Children visiting a garden during one of the walking trips to observe and discuss the various types of plants growing there. They later grow their own tulips at school and measure and chart their growth by drawings. The vocabulary words taught from these combined activities include: *digging, watering, twigs, sprouts, bugs, leaves, bulbs, roots, earth.*

Evaluation and Followup

During the 1969–70 academic year the Peabody Picture Vocabulary Test was administered prior to the beginning and at the end of the school year. Variance analysis of the pretest and posttest data indicated that: (1) the groups differed on the pretest and posttest with the Caucasian group mean about 10 IQ points higher than either the Mexican-American or black groups who had quite similar IQ's and (2) all groups made a significant IQ gain, approximately 18 points for the Mexican-American group and 15 points for the other two groups. On the basis of these results and those of previous years, it appears that the Fresno Preschool Program has consistently raised the IQ of its participants by approximately 10 to 15 points, regardless of their ethnic origin. On the basis of Peabody Picture Vocabulary Test scores, the program is a continued success.

Followup data on the children that attended the preschool during earlier years are also reported in the 1969–70 evaluation report. During the 1969–70 school year students in the first, second, and third grades in title I schools were administered standardized reading and arithmetic achievement tests. The reading tests were administered in May, and arithmetic tests in October and May. The reading

test used for first-grade students was the Cooperative Primary Reading Test. In the second and third grades, the Stanford Reading Test was administered. The arithmetic section of the Stanford Achievement Test was administered to the first- and second-grade students, while the California Test of Basic Skills arithmetic section was used in the third grade.

The mean differences between the pretest and posttest arithmetic scores and the differences between the posttest scores on the reading achievement tests for students that had the preschool experience were compared to those of children who had not attended preschool. At each grade level the differences between the two groups were small and did not reach statistical significance. This result suggests that the preschool experience had little, if any, effect on the reading and arithmetic achievement of the children when they were tested 2, 3, and 4 years after the preschool exposure.

In addition to the followup described above, a longitudinal analysis of third-grade students' Stanford Reading Test scores at the end of the 1968, 1969, and 1970 academic years was conducted. The scores of children that had the preschool experience were compared to those of children in the title I schools who did not attend preschool. Statistical analysis indicated that the reading achievement gain made by the preschool-exposed children from 1968 to 1970 was significantly greater than that made by the unexposed children, 1.31 and 1.08 grade-equivalent units respectively. Since the grade-equivalent gain expected for "average" children during that same period of time is 2.0 units, it can be concluded that, although the preschool experience apparently had some effect in improving the reading achievement rate of gain of the students, the extent of that gain is small and of little educational significance.

On the basis of the evaluation data available at the time of writing, it can be concluded that the Fresno Preschool Program has consistently raised the IQ (as measured by the Peabody Picture Vocabulary Test) of its students, regardless of their ethnic group membership. However, followup data indicate that the program has had little, if any, effect on the children's arithmetic and reading achievement when tested in the elementary grades. Longitudinal data on one group of students did indicate that they made a greater reading achievement gain between the first and third grades than did unexposed students; however, the extent of the difference, although statistically significant, was of little educational significance.

Sources for Further Information

Further information on the Fresno Preschool Program may be obtained from:

Mr. Bernie Mitchell, Director
Mrs. Betty Simpson, Assistant Director
Preschool Program
2199 Los Angeles Street
Fresno, Calif. 93721
(209) 264-9768.

Mr. Arthur Carlson, Director of Office of State and Federal Acts
Fresno City Unified School Dist.
4050 E. Hamilton Street
Fresno, Calif. 93702
(209) 486-26[illegible].

Forrester, F. *Annual Report for Preschool Compensatory Education Projects: Unruh A.B. 1331 Elementary and Secondary Education Act, Title I.* Fresno, Calif. Fresno City Unified School District, 1967.

Fresno City Unified School District. *Pilot Project in Compensatory Education.* Fresno, Calif.: The District, 1965.

———, *Descriptions of Fingerplays.* Fresno, Calif.: The District, Unpublished.

———, *Evaluation of the Comprehensive Education Program Instituted Under the Provisions of Title I "Elementary and Secondary Education Act of 1965", Public Law 89-10.* Fresno, Calif.: The District, 1966, 1967, 1968.

———, *Title I Report—Evaluation of the Compensatory Education Program, 1969-1970 School Year.* Vol. 1. Fresno, Calif.: Fresno City Unified School District, August 1970.

Gillen, W. et al. *A Guide for Preschools.* Fresno, Calif.: Fresno City Unified School District, 1966.

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MODEL PROGRAMS—Compensatory Education Series

Fifteen promising compensatory education programs for the disadvantaged are included in this series. Following is a list of the programs and their locations:

College Bound Program, New York, N.Y.

Diagnostic Reading Clinic, Cleveland, Ohio

The Fernald School Remediation of Learning Disorders Program, Los Angeles, Calif.

Higher Horizons 100, Hartford, Conn.

The Juan Morel Campos Bilingual Center, Chicago, Ill.

Learning To Learn Program, Jacksonville, Fla.

More Effective Schools, New York, N.Y.

Mother-Child Home Program, Freeport, N.Y.

Preschool Program, Fresno, Calif.

Project Conquest, East St. Louis, Ill.

Project Early Push, Buffalo, N.Y.

Project MARS, Leominster, Mass.

Project R-3, San Jose, Calif.

PS 115 Alpha One Reading Program, New York, N.Y.

Remedial Reading Laboratories, El Paso, Texas

Two programs also identified for this series were described in the *Model Programs—Reading* series: Programed Tutorial Reading Project, Indianapolis, Indiana, and Summer Junior High Schools, New York, N.Y. Since these program descriptions are still current and available from the Superintendent of Documents, U.S. Government Printing Office, they were not rewritten for this series.